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ABSTRACT

In the late 1970s, it became clear to a group of Kirkwood Community College (KCC) faculty and administrators that fewer and fewer students were taking humanities courses, that students' selection of courses was usually imbalanced, and that most had little idea of what the term "humanities" embraced. With a grant from the National Endowment for the Humanities (NEH), the group developed an integrated humanities program to replace the previous assortment of disconnected humanities courses. The most important product of their effort was a significantly strengthened associate in arts (AA) degree program. The new program stiffened core requirements by increasing the number of general education credit hours required for graduation, by restructuring the core categories to ensure a better balance of exposure to humanities disciplines, and by decreasing the number of core courses to include only the most rigorous offerings. This description of KCC's humanities project includes: (1) a brief summary of the project; (2) a description of the project's planning phase, during which requirements were reviewed, a philosophical framework was developed, and interdisciplinary connections were discovered; (3) a description of the AA core curriculum, including lists of general and specific degree requirements and of core courses; (4) information on the interdisciplinary general education course, "Encounters in Humanities," which emphasizes the skill of critical inquiry; (5) a summary of the NEH grant proposal; and (6) a brochure on arts and sciences degree requirements. (EJV)

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"DO NOT SEEK TO FOLLOW
IN THE FOOTSTEPS OF THE MEN OF OLD;
SEEK WHAT THEY SOUGHT."

MATSUO BASHO
1644-1694

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JC 870 180

STRENGTHENING THE HUMANITIES
PROJECT SUPPORT BY NATIONAL ENDOWMENT FOR THE HUMANITIES
KIRKWOOD COMMUNITY COLLEGE
6301 KIRKWOOD BLVD. S.W. CEDAR RAPIDS, IA 52406

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ABOUT THE LOGO

The Kirkwood Humanities Committee has adopted a footprint as its logo, representing the conviction that study in the humanities is fundamental to all education. The design is by Kirkwood artist Doug Hall. The quotation from poet Matsuo Basho suggests the spirit of continuing inquiry which pervades the humanities — and this project.

KIRKWOOD
COMMUNITY COLLEGE

HUMANITIES PROJECT SUMMARY

Since 1979, a group of Kirkwood faculty and administrators has worked together to bring greater coherence and viability to Kirkwood's humanities program. We began our work when it became clear, in the late 1970s, that fewer and fewer students were taking humanities courses, that their selection of courses was usually sadly imbalanced, and that most of them had little idea of what the term "humanities" embraced. We sought to build an integrated humanities program to replace an assortment of disconnected humanities courses.

We used a 1979-80 Consultancy Grant from the National Endowment for the Humanities to help us arrive at a set of shared values about what humanities at Kirkwood should mean: our program should foster an educated responsiveness to humanities literature and artifacts; it should develop clear thinking through inquiry and verbal expression; it should help students understand the role of values in human life; and it should enable students to understand their culture in relation to other cultures past and present.

Based on our shared philosophy of what humanities education should mean, we used a 1981-82 Pilot Grant from NEH to design and introduce two new interdisciplinary humanities courses. Planning and launching the inquiry-centered courses drew faculty together, as faculty from various disciplines practiced a new approach to teaching humanities in college classrooms as well as in faculty colloquia. Our evaluation of Kirkwood's core program continued during the pilot grant, and in 1982 the Arts and Sciences faculty approved a revision of core requirements which would alleviate the problems we had identified at the onset of our project.

The result was a significantly-strengthened Associate degree program, implemented in 1983. The number of required credit hours in humanities disciplines was increased from eight to twenty, and the number of courses from which those hours could be selected was decreased to include only our most rigorous offerings. A change in the structure of core categories ensured that students would receive a balanced representation of humanities disciplines (literature, arts and ideas, history, and foreign languages). Only those courses which faculty have judged broad rather than specialized, introductory rather than advanced, and which apply the methods and skills of the core discipline are listed as "core" courses.

Kirkwood's "Humanities" core category requires twelve credit hours (three courses), which must be divided between sub-categories "Literature" and "Arts and Ideas." An additional eight hours of work in humanities disciplines are required in the category "History and Cultures," which includes history and

continued

foreign language courses. Kirkwood's total core requirement for all categories (Humanities, History/Cultures, Communication, Math and Science, and Social Sciences) is 60 credit hours. 30 hours of elective credit complete the 90-hour requirement for the Associate degree.

Having built the institutional framework for a strong core program, our humanities faculty is now working on a three-year academic development project. Rather than designing new interdisciplinary offerings, we have chosen at this point to strengthen the teaching of our traditional core courses and to continue our integration of content and skills through on-going study and discussion. A $300,000 Coherence Grant from NEH allows time for individual scholarship and for group seminars — two of which are offered with the cooperation and support of the University of Iowa. The grant also enables us to add a full-time position in philosophy to our instructional staff, and to make significant improvements in our library collection. Our three-year project will be evaluated both internally and externally, and will enable our faculty to work with several professors from other colleges.

While we are proud of our core program and our two new inquiry-centered courses, the most obvious products of our project, the collaborative process through which we have worked deserves equal emphasis. Our meetings have always been open to anyone who is concerned with the importance of humanities in higher education. Our decisions have emerged from considered discussion, lively debate, hard-fought cooperation. Consequently, Kirkwood's core program and humanities project belong to many caring people. It is that broad-based conviction and commitment which will make the program work for our students.

THE ASSOCIATE OF ARTS CORE PROGRAM

When Kirkwood Community College began its humanities project in June of 1979, a group of humanities faculty and administrators identified four major problems: declining humanities enrollments, decreasing humanities visibility on campus, confusion among students regarding humanities core requirements, and a lack of cohesiveness and common purpose among humanities faculty. The problems were traced in part to a degree structure which required only two courses (eight credits) in humanities, and allowed students the "freedom" to select this minimal exposure to the humanities from among over sixty discrete courses. Many students received Associate of Arts degrees without ever studying literature; others, without even a basic understanding of history; most, without the slightest sense of what the term "humanities" embraced. Since 1979, we have worked together to build a cohesive and integrated humanities program to replace our assortment of disconnected humanities courses, and to strengthen the requirements for the Associate degree across all core areas.

The most important product of our work is a significantly-strengthened Associate degree program, implemented in 1983. The new program stiffened core requirements in three ways: by increasing the number of general education credit hours required for graduation, by restructuring the core categories to ensure a better balance of exposure to humanities disciplines, and by decreasing the number of core courses to include only our most rigorous offerings. The new requirements for the Associate of Arts degree are:

Humanities: 12 quarter hours, including both Literature and Arts and Ideas
History-Cultures: 8 quarter hours
Mathematics and Science: 12 quarter hours, including both Mathematics and Science
Social Sciences: 12 quarter hours
Communication: 12 quarter hours
Additional distributive requirement: 4 quarter hours, from any core area

The total number of credits required for graduation is 90; under our new program, 60 of those credits must be from the restricted list of core courses. In restricting core lists, faculty asked questions such as:

- Is the course broad, rather than specialized?
- Is the course introductory, rather than advanced?
- Is the course comparable or parallel to a university core course?
- Does the course require students to apply the basic skills and methods of its discipline?
- Does the course include strong content?
- Does the course explore primary texts?

Final decisions on courses rested with the faculty who teach in each core area.

continued

Kirkwood's Humanities core category is divided into Literature and Arts and Ideas. Students must take at least one course in each division. The Literature offerings have been pared to include as core only our traditional literature sequences. Arts and Ideas includes Appreciation of Art, History of Art, Appreciation of Music, and introductory courses in theater, film, philosophy and religion. An interdisciplinary humanities course, Encounters in Humanities (discussed separately in more detail), is the only humanities course which can be counted as either a Literature or Arts and Ideas core course. A new core category, History-Cultures, separates history and foreign languages disciplines from the other humanities courses in order to broaden students' exposure to the humanities.

Though the Kirkwood humanities faculty spearheaded the changes in our core curriculum, we would not have been successful in bringing about this major institutional change had we not from the beginning of our work sought advice from faculty and administrators in other disciplines. We realized a need not just to build the humanities, but to provide a coherent balanced education to Arts and Sciences students. We were willing to listen and to compromise when colleagues in other areas feared that humanities' growth seemed disproportional. The four-hour distributive requirement which keeps the History-Cultures core requirement at eight credits, rather than 12, is an example of a concession which preserved harmony within the liberal arts.

Having established the institutional framework for a strong program of degree requirements, the Kirkwood humanities faculty now begins a three-year academic development project, supported by the National Endowment for the Humanities, Kirkwood, and the University of Iowa. Our primary goal in this project is not to design new core courses, but to strengthen the teaching of our traditional core courses and to continue working for better integration of humanities content and skills. Our grant will allow humanities faculty time for individual and group study; it will help fund the addition of a full-time philosophy teacher to our staff; it will support additions to our library; finally, it will provide the opportunity for our faculty to work with external professors and evaluators as a check and balance to our own process of continuing review and evaluation of our liberal arts program.

We remember Ovid's words from the First Century, B.C. that "*. . . a faithful study of the liberal arts humanizes character and permits it not to be cruel.*" We hope that the students enrolled in our program will reflect the faith and commitment of the many people who have shaped their study.

continued

Core Requirements, Associate of Arts Degree

General Degree Requirements

1. Earn a minimum of 90 quarter hours of credit.
2. Earn the last 24 credit hours in residence at Kirkwood.
3. Maintain a minimum cumulative grade point average of 2.00.
4. Satisfactorily complete 8 quarter hours in Composition and 4 quarter hours in Speech.

Specific Requirements for the Associate of Arts Degree

1. Complete general requirements described above.
2. Complete group requirements as follows:
   A. Humanities: 12 quarter hours, including at least 4 hours in Literature and at least 4 hours in Arts and Ideas;
   B. Mathematics/Science: 12 quarter hours, including at least one course in Mathematics and at least one course in Science;
   C. Social Sciences: 12 quarter hours;
   D. History and Cultures: 8 quarter hours;
   E. Distributed requirements: 4 quarter hours from among the above four categories.

Humanities Component of Core: Summary

1. Humanities disciplines comprise two areas of core: Humanities, and History and Cultures.
2. The student's minimum requirement in humanities disciplines is 20 quarter hours: 12 in Humanities (divided between Literature, and Arts and Ideas) and an additional 8 in History and Cultures. The student may elect to take humanities as 4 distributed credits in addition to the 20 required credits.
3. The 12-credit general requirement in Composition and Speech develops the student's reading, writing and speaking skills, and thus represents a related area of instruction. It should also be noted that humanities faculty (literature) teach composition, and that speech faculty have been part of the humanities project since its inception. Composition and speech courses will be an important part of a coherent core program — particularly so in relation to the humanities disciplines.

continued

HUMANITIES CORE COURSES

Literature

LT004T American Literature I 4

Examines the major works and writers of American literary heritage from its beginning to the mid-19th century. Works are studied in their cultural and historical context. Prereq: CM101T. (4/0)

LT005T American Literature II 4

Examines the major works and writers of American literary heritage from the mid-19th century to the present. Works are studied in their cultural and historical context. Prereq: CM101T. (4/0)

IS042T Encounters in Humanities 4

By asking a series of questions about various examples of human activity (literature, philosophy, history, visual arts and music), the course teaches a method of inquiry for use in understanding and appreciating the humanities. (4/0)

LT101T Introduction to Fiction 4

Examines a variety of short stories and novels from the 19th century to the present. Teaches the student a method of interpretive analysis, and introduces the student to a wide variety of problems and themes that one typically explores through fiction. Prereq: CM101T or consent of instructor. (4/0)

LT102T Introduction to Dramatic Literature 4

Explores drama as a unique literary genre. Students examine major movements and themes in the development of dramatic literature in the West. The standard dramatic literary analysis techniques are used to examine a number of major plays. Prereq: CM101T or consent of instructor. (4/0)

LT103T Introduction to Poetry 4

Develops skill in interpreting the elements of the formal structure of poetry and evaluates different theories of how poems gain meaning. The study develops a perceptive acquaintance with a large number and variety of the world's poetry. Prereq: CM101T or equivalent. (4/0)

LT201T Masterpieces of Literature: The Ancient World 4

Analyzes selected writings from the Bible, Greek drama, and Greek and Roman narrative poetry. These works are approached primarily on their contextual basis, with some attention to style, meaning and form. Prereq: CM101T or equivalent. (4/0)

LT202T Masterpieces of Literature: Medieval, Renaissance and Neo-classical Periods 4

Studies epic poetry of the medieval period, some of Chaucer's works, and some of Shakespeare's plays and poetry. These works are explored using a combination of generic, social-cultural, mythical and comparative approaches. Prereq: CM101T or equivalent. (4/0)

LT203T Masterpieces of Literature: 19th and 20th Centuries 4

Discusses selected prose and poetry of 19th and 20th century Europe and America. Works will be read as masterpieces of art and studied by employing a combination of critical approaches. Prereq: CM101T or equivalent. (4/0)

Arts and Ideas

AT001T Art Appreciation 4

Provides an overview of art from a historical, contemporary and aesthetic frame of reference. Recommended for non-art majors. (4/0)

AT002T Art History: 15th Century 4

Studies architecture, sculpture and painting from pre-history to Rome. (4/0)

AT003T Art History: 15th Century to 19th Century 4

Studies architecture, sculpture and painting from the medieval period through the 18th century. (4/0)

AT004T Art History: 20th Century 4

Studies architecture, sculpture and painting in the 19th and 20th centuries. (4/0)

IS042T Encounters in Humanities 4

By asking a series of questions about various examples of human activity (literature, philosophy, history, visual arts and music), the course teaches a method of inquiry for use in understanding and appreciating the humanities. (4/0)

HU007T Encounters With Ethics 2

Introduces theoretical ethics, the study of standards of conduct, human values and moral judgment. Ethical concepts such as justice, human rights and responsibility are examined from different perspectives. An inquiry method is applied to the discussion of ethical issues drawn from life experiences, literature and current periodicals. (2/0)

LT211T Introduction to Film 4

Covers film history, criticism and analysis of major films. The works of Chaplin, Renoir, Cocteau, Bergman, Antonioni and Truffaut are viewed and analyzed. Emphasizes criticism and analysis of film as an artistic medium, and the historical and societal implications of film. Prereq: CM101T or equivalent. (4/0)

PR001T Introduction to Philosophy 4

Examines the foundations of philosophical thought in the West from Descartes to the present day, with emphasis on problems of ethics, aesthetics, epistemology and metaphysics. (4/0)

PR002T Introduction to Religion 4

Includes a consideration of the great religious traditions. Basic forms, beliefs and functions of religion are examined in relation to society. (4/0)

DR101T Introduction to Theater 4

This course requires no previous theater experience. Introduces the student to the roles of actor, director, designer, playwright and critic, and it provides a brief history of the art. The student also learns the basics of play analysis and the techniques for critiquing a live production. (4/0)

CM319T Legal and Ethical Issues 2

Deals with various legal and ethical issues affecting the media. Libel, privacy, obscenity, privilege, access, copyright and other contemporary issues involving the First Amendment are included. Also included is a section dealing with the duties and responsibilities of the media practitioner in contemporary society. Prereq: JO101T or instructor permission. (2/0)

MU011T Music Appreciation 4

Includes elements and types of music with some attention to major periods and composers. (4/0)

continued

HISTORY AND CULTURES CORE COURSES

FL001T Elementary French I **4**
Develops fundamental skills in the French language. The emphasis is on acquiring the proficiency to communicate with the native speaker in everyday situations. Includes activities that promote an understanding and knowledge of French-speaking peoples and their culture. (4/0)

FL002T Elementary French II **4**
Continues Elementary French I. Prereq: FL001T or equivalent. (4/0)

FL003T Elementary French III **4**
Continues Elementary French II. Prereq: FL002T or equivalent. (4/0)

FL004T Intermediate French I **5**
Develops fundamental skills in the French language. The emphasis is on acquiring the proficiency to converse easily with the native speaker on general topics and to read contemporary materials. Includes activities that promote an understanding and knowledge of French-speaking peoples and their culture. Prereq: FL003T or equivalent. (5/0)

FL005T Intermediate French II **5**
Develops fundamental skills in the French language. The emphasis is on acquiring the proficiency to converse easily with the native speaker on general topics and to read contemporary materials. Includes activities that promote an understanding and knowledge of French-speaking people and their culture. Prereq: FL004T or equivalent. (5/0)

FL007T French Civilization I **3**
Provides readings on France, the French people and their way of life, and the provinces. Course is conducted in French. May be taken as independent study. Prereq: FL005T or equivalent. (3/0)

FL008T French Civilization II **3**
Provides readings on French history, politics, unions, education and the economy. Course is conducted in French. May be taken as independent study. Prereq: FL005T or equivalent. (3/0)

FL009T French Civilization III **3**
Provides readings on the cultural heritage of the French from the Middle Ages to the present. Units include literature, music, art, drama. Course is conducted in French. May be taken as independent study. Prereq: FL005T or equivalent. May be repeated for credit. (3/0)

FL010T Elementary German I **4**
Develops fundamental skills in the German language. The emphasis is on acquiring the proficiency to communicate with the native speaker in everyday situations. Includes activities that promote an understanding and knowledge of the people of Germany and their culture. (4/0)

FL011T Elementary German II **4**
Continues Elementary German I. Prereq: FL010T or equivalent. (4/0)

FL012T Elementary German III **4**
Continues Elementary German II. Prereq: FL011T or equivalent. (4/0)

FL023T Intermediate German I **3**
Develops fundamental skills in the German language. Emphasizes acquiring the proficiency to converse easily with the native speaker on general topics and to read contemporary materials. Includes activities that promote the understanding and knowledge of German people and their culture. Prereq: FL012T or equivalent. (3/0)

FL024T Intermediate German II **3**
Continues Intermediate German I. Prereq: FL023T or equivalent. (3/0)

FL025T Intermediate German III **3**
Continues Intermediate German II. Prereq: FL024T or equivalent.

FL013T Elementary Spanish I **4**
Develops fundamental skills in the Spanish language. The emphasis is on acquiring the proficiency to communicate with the native speaker in everyday situations. Includes activities that promote an understanding and knowledge of the Spanish-speaking peoples and their culture. (4/0)

FL014T Elementary Spanish II **4**
Continues Elementary Spanish I. Prereq: FL013T or equivalent. (4/0)

FL015T Elementary Spanish III **4**
Continues Elementary Spanish II. Prereq: FL014T or equivalent. (4/0)

FL016T Intermediate Spanish: Conversation **5**
Develops fundamental skills in the Spanish language. Emphasizes acquiring the proficiency to converse easily with the native speaker on general topics. Includes activities that promote an understanding and knowledge of Spanish-speaking peoples and their culture. Prereq: FL015T or equivalent. (5/0)

FL017T Intermediate Spanish: Reading **5**
Develops fundamental skills in the Spanish language. Emphasizes acquiring the proficiency to read contemporary materials. Includes activities that promote an understanding and knowledge of Spanish-speaking peoples and their culture. Prereq: FL015T or equivalent. (5/0)

FL019T Spanish Civilization **3**
Provides readings on Spain, the people and the land, their history and way of life. Students may choose to emphasize a special interest area. Conducted in Spanish. May be taken as independent study. Prereq: FL017T or equivalent. May be repeated for credit. (3/0)

FL020T Spanish-American Civilization **3**
Provides readings on the Spanish-speaking countries of the Western Hemisphere. Student may choose a special interest area: Mexico, Central America, South America or some common aspect of all or several of these countries. Conducted in Spanish. Prereq: FL017T or equivalent. May be repeated for credit. (3/0)

continued

HY001T U.S. History (17th and 18th Century) **4**

Surveys the social, political and economic history of the United States with emphasis on the forces resulting in the emergence of the new nation to the Age of Jackson. (4/0)

HY002T U.S. History (19th Century) **4**

Surveys the social, political and economic history of the United States from the Age of Jackson to the Progressive Era. (4/0)

HY003T U.S. History (20th Century) **4**

Surveys the social, political and economic history of the United States from the Progressive Era to the present. (4/0)

HY016T Europe in the Age of Monarchy **4**

Explores the social, cultural, intellectual, economic and political foundations of Western civilization in Europe from the Middle Ages to Absolutism and Constitutionalism. (4/0)

HY017T Europe in the Age of Revolutions **4**

Studies four revolutions — the Scientific, the French, the Industrial and the 19th Century Liberal revolutions — that changed the traditional Western society into the modern world. (4/0)

HY018T Europe in the Age of Nationalism **4**

Examines themes of modern European civilization. Emphasis is on the development of nationalism, the rise of Communism and Fascism, and the changes in the present society. (4/0)

IS047T Understanding Cultures **4**

Examines the culture of a particular country. Special emphasis is placed on contemporary political, economic, religious, business and social institutions. The student also learns "survival" skills useful in business trips to the country under study. (4/0)

continued

Catalog Listing
Core Courses

COMMUNICATION

CM101T	Composition I	4
CM102T	Composition II or	
CM117T	Composition II Technical Writing	4
CM204T	Speech Communication or	
CM201T	Public Communication	4
JO101T	Intro. to Communications Media (Distributive Req. only)	4

HUMANITIES

Literature

LT004T	American Literature I	4
LT005T	American Literature II	4
IS042T	Encounters in Humanities (Lt. or A/I)	4
LT101T	Intro. to Fiction	4
LT102T	Intro. to Dramatic Literature	4
LT103T	Intro. to Poetry	4
LT201T	Masterpieces of Lit: Ancient World	4
LT202T	Masterpieces of Lit: Medieval, Renaissance Neoclassical	4
LT203T	Masterpieces of Lit: 19th & 20th Centuries	4

Arts & Ideas

AT001T	Art Appreciation	4
AT002T	Art History: Pre-15th Century	4
AT003T	Art History: 15th-19th Century	4
AT004T	Art History: 20th Century	4
IS042T	Encounters in Humanities (Lt. or A/I)	4
HU007T	Encounters with Ethics	2
LT211T	Intro. to Film	4
PR001T	Intro. to Philosophy	4
PR002T	Intro. to Religion	4
DR101T	Intro. to Theater	4
CM319T	Legal & Ethical Issues in Communication	2
MU011T	Music Appreciation	4

SOCIAL SCIENCES

EC016T	Contemporary Economic Problems	4
EC013T	Princ. of Economics (Macro)	4
EC014T	Princ. of Economics (Micro)	4
EV007T	Energy Today	1
EV001T	Man in the Environment: Atmosphere	1
EV002T	Man in the Environment: Hydrosphere	1
EV003T	Man in the Environment: Lithosphere	2
GE001T	Human Geography	4
LE009T	Intro. to Criminal Justice	4
PS002T	American Federal Government	4
PS008T	Comparative Governments	4
PS004T	International Relations	4

continued

PS006T	Iowa Government	4
PY004T	Education Psychology & Measurement	4
PY024T	Exceptional Child	4
PY002T	General Psychology	4
PY020T	Psych. of Growth & Development	4
PY039T	Social Psychology	4
SO007T	Criminology	4
SO008T	Intro. to Cultural Anthropology	4
SO004T	Intro. to Sociology	4
SO011T	Juvenile Delinquency & Deviancy	4
SO005T	Marriage & the Family	4
SO006T	Social Problems	4
SW010T	Human Services Policies & Programs	4

MATHEMATICS/SCIENCES

MA050T	Math. for Liberal Arts	4
MA031T	Intermediate Algebra	5
MA032T	College Algebra	5
MA033T	Trigonometry	5
MA034T	Analytic Geometry	5
MA035T	Calculus I	5
MA036T	Calculus II	5
MA037T	Calculus III	5
MA052T	Calculus IV	5
MA053T	Differential Equations	5
MA040T	Linear Algebra	5
MA041T	Fundamentals of Statistics	5
MA043T	Finite Math	5
MA051T	Business Calculus	4
BY030T	Principles of Biology	4
BY031T	Biology of Organisms	4
BY032T	Environmental Biology	4
BY047T	Intro. Genetics	4
BY034T	Invert. Zoology I	4
BY035T	Invert. Zoology II	4
BY036T	Vert. Zoology I	4
BY037T	Vert. Zoology II	4
BY039T	Human Anatomy & Physiology I	4
BY040T	Human Anatomy & Physiology II	4
BY041T	Human Anatomy & Physiology III	4
EV001T	Man in the Environment: Atmosphere	3
EV002T	Man in the Environment: Hydrosphere	3
EV003T	Man in the Environment: Lithosphere	2
EV007T	Energy Today	3
BY042T	Microbiology I	5
BY043T	Microbiology II	4
EA001T	Intro. Geology	4
EA003T	Intro. Geology Lab	1
BY019T	General Botany I	4
BY020T	General Botany II	4

continued

CH001T	Princ. of Chemistry (lecture)	3
CH001T	Princ. of Chemistry (lab)	1
CH002T	Fund. of Organic Chemistry	4
CH003T	Fund. of Biochemistry	4
CH007T	Nutrition	4
CH005T	General Chemistry I	5
CH006T	General Chemistry II	5
CH004T	Quantitative Analysis	6
CH008T	Organic Chemistry I	4
CH009T	Organic Chemistry II	4
CH010T	Organic Chemistry III	4
PH007T	Astronomy	4
PH008T	21st Century Intro. Physics	4
IS008T	Science and Society	4
PH001T	College Physics I	4
PH002T	College Physics II	4
PH003T	College Physics III	4
PH004T	General Physics I	4
PH005T	General Physics II	4
PH006T	General Physics III	4
IS010T	Man Evolving	4
EG015T	Intro. to Engineering	3
EG007T	Engineering Graphics I	3
EG010T	Statics	3
EG011T	Dynamics	5
EG012T	Thermodynamics I	6
EG016T	Problem Solving Using Structured Language	5
EG008T	Intro. to Engineering Computations	3
EG009T	Materials Science	5
EG013T	Intro. to Electrical Science	5
EG014T	Mechanics of Deformable Bodies	5
EA002T	Evolution of the Earth	4
EA004T	Evolution of the Earth (lab)	1
PH011T	Medical Physics	4

HISTORY-CULTURES

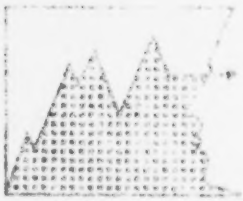
FL001T	Elementary French I	4
FL002T	Elementary French II	4
FL003T	Elementary French III	4
FL004T	Intermediate French I	5
FL005T	Intermediate French II	5
FL007T	French Civilization I	3
FL008T	French Civilization II	3
FL009T	French Civilization III	3
FL010T	Elementary German I	4
FL011T	Elementary German II	4
FL012T	Elementary German III	4

continued

FL023T	Intermediate German I	3
FL024T	Intermediate German II	3
FL025T	Intermediate German III	3
FL013T	Elementary Spanish I	4
FL014T	Elementary Spanish II	4
FL015T	Elementary Spanish III	4
FL016T	Intermediate Spanish: Conversation	5
FL017T	Intermediate Spanish: Reading	5
FL020T	Spanish American Civilization	3
FL019T	Spanish Civilization	3
HY016T	Europe: Age of Monarchy	4
HY017T	Europe: Age of Revolution	4
HY018T	Europe: Age of Totalitarianism	4
HY001T	U.S. History: 17th & 18th Century	4
HY002T	U.S. History: 19th Century	4
HY003T	U.S. History: 20th Century	4
IS047T	Understanding Culture	4

Kirkwood Community College

Arts & Sciences Degree Requirements



"Education isn't play — and it can't be made to look like play. It is hard, hard work. But, it can be made interesting work."

-- Thomas Edison

General Requirements for the Associate of Arts, Associate of Science or Associate of Science/Career Option Degrees

1. Earn a minimum of 90 quarter hours of credit. Remaining hours after specific requirements for the degree are satisfied will be taken from Arts and Sciences electives designed for transfer, with the understanding that 24 quarter hours of vocational-technical courses could be included.
2. Earn the last 24 quarter hours in residence at Kirkwood in a degree program for which the degree is sought.
3. Maintain a minimum cumulative grade point average of 2.00.
4. Complete the core course requirements as required for the degree sought.

Core Course Requirements	Associate of Arts	Associate of Science	Associate of Science/ Career Option*
	(credit hours)		
Communication Arts	12	12	12
Humanities (at least 4 hrs. in Literature and at least 4 hrs. in Arts and Ideas)	12	–	–
Social Sciences	12	8	8
Mathematics/Sciences (for AA degree, at least one course in Mathematics and at least one course in Sciences	12	30	8
Historical/Cultural	8	–	–
Distributed Requirement (from Communication Arts, Humanities, Social Sciences, Mathematics/Sciences, Historical/Cultural)	4	–	–
Humanities/Historical/Cultural	–	8	8

*Career Option students have additional required courses in their career area.

For more information about graduation requirements, contact your advisor or the advising center.

The Core Program

A carefully planned combination of courses forms the base of the Associate of Arts and Associate of Science degrees at Kirkwood. All students must complete a certain number of credit hours in the basic core areas of Communication Arts, Humanities, Social Sciences, Math/Sciences and History/Culture. Although there are exceptions, core courses are likely to differ from other courses in being broad (rather than specialized) and introductory (rather than advanced).

A number of beneficial outcomes result from taking core courses. Students improve communication and reasoning skills. They develop a better understanding of their historical and cultural roots and they are provided with a background from which to judge and evaluate life experiences as well as make informed choices.

Core courses also prepare the Kirkwood students to enter the world of work with a broad educational base from which to adapt to the demands of a rapidly changing society. They also prepare students for advanced study in a major or discipline. Finally, core courses prepare students to be lifelong learners who have the ability not only to adapt to the future, but to help create it.

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Humanities Core

The humanities are a set of disciplines — literature, the fine arts, philosophy and religion — and they are also a way of thinking. The perspective of the humanities is informed by historical, literary, aesthetic and philosophical knowledge. The practice of the humanities is evidenced through the creative and expressive use of language, texts and other artifacts of human experience.

Through the humanities, students come into contact with their heritage and begin to understand the connection of that heritage with the present. They develop sensitivity to others through exploring common human experiences, and they learn to respond appreciatively to the arts. In this way, the study of the humanities maintains and advances culture and civilization.

"Do not seek to follow in the footsteps of the men of old; seek what they sought."

— Matsuo Basho

As students inquire, reflect, reason, think independently and debate critically, they develop the intellectual competence and aesthetic confidence necessary to becoming active shapers of their world.

The texts and arts of the humanities represent the pinnacle of human imagination and expression. Also, the practical outcome of the study of humanities is the development of skill in the use of language and of the mind which will enable students to participate more fully in a rich range of public and private human experiences.

Core courses

Catalog number	Course title	Credit hours
	Literature	
LT0041	American Literature I	4
LT0051	American Literature II	4
LT0061	American Literature III	4
IS0421	Encounters in Humanities (LT or AT)	4
LT1011	Introduction to Fiction	4
LT1021	Introduction to Dramatic Literature	4
LT1031	Introduction to Poetry	4
LT2011	Masterpieces of Literature: Ancient World	4
LT2021	Masterpieces of Literature: Medieval, Renaissance, Neoclassical	4
LT2031	Masterpieces of Literature: 19th & 20th Centuries	4
	Arts & Ideas	
AT1011	Art Appreciation	4
AT1021	Art History: Pre-15th Century	4
AT1031	Art History: 15th-19th Century	4
AT1041	Art History: 20th Century	4
DR1011	Introduction to Theater	4
IS0431	Encounters in Humanities (LT or AT)	4
FT2111	Introduction to Film	4
PH1081	Introduction to Philosophical Ethics	4
PH1011	Introduction to Philosophy	4
TH1011	Introduction to Religion	4
MU1011	Music Appreciation	4

Communication Arts Core

Communication is the process by which students build relationships, conduct business, resolve conflicts and exchange information and ideas. Language pervades everything students do. Skillful communication in both spoken and written language is fundamental to success in daily life. Effective communication is essential in operating organizations and social systems, understanding behavior, and creating and sharing human experiences. Because

"Communication is to relationship what breathing is to maintaining life."

— Virginia Satir

the communication process is not a fixed body of content or a closed system of rules, students must always explore possible applications to discover how knowledge applies to people and events and situations which present life's opportunity and challenge.

Mastery of language and continuing effort to learn to use this primary medium of communication effectively will enable all of us to better understand ourselves, others, human perception and behavior, and the systems and environments with which we live. The goals of communications courses in a liberal arts education are to improve the conditions of human interaction and to increase students' consciousness of how language can be used in the building and sharing of human concepts and experiences. By meeting the ever-changing challenges of communication, students develop skill in building relationships, enhancing the quality of life, and strengthening human power to ensure the survival of the species.

Core courses

Catalog number	Course title	Credit hours
CM101T	Composition I	4
CM102T	Composition II	4
	OR	
CM117T	Composition II: Technical Writing	4
CM204T	Speech Communication	4
	OR	
CM201T	Public Communication	4
PR007T	Basic Reasoning (use only for Distributed Requirement)	4
JO101T	Introduction to Communications Media (use only for Distributed Requirement)	4

Social Sciences Core

The social sciences are based on the search for general principles of human behavior. The social science disciplines share two goals: 1) explaining, predicting, and ultimately shaping human behavior, and 2) mastering the methods of analyzing behavior. They use the scientific method. This means their explanations and predictions are based upon information gained and conclusions drawn from observation and study of real human behavior in the real world.

In some ways every person is like all other people: like some other people: like no other people.

— adapted from Clyd Kluckhohn and Henry Murry

In a social science course, students learn both what social scientists have learned about human behavior and about research methods appropriate to the particular field. Further, they learn ways of interpreting research for the purpose of understanding and predicting human behavior.

The emphasis varies across disciplines. Psychology is the study of human thoughts, actions and feelings, how they develop and function as a result of biological and environmental influences. Sociology inquires into the origins and functioning of social institutions. Economics deals with the basic problem of how human beings make use of their scarce economic resources to satisfy unlimited human wants and examines human behavior as earners, consumers and investors. Government and political science fields probe human utilization of resources and priorities in the distribution of resources. Geography explores human behavior in relation to culture and environment.

Core courses

Catalog number	Course title	Credit hours
EC013T	Principles of Economics (Macro)	4
EC014T	Principles of Economics (Micro)	4
EC016T	Contemporary Economic Problems	4
EV001T	Man in the Environment: Atmosphere	1
EV002T	Man in the Environment: Hydrosphere	1
EV003T	Man in the Environment: Lithosphere	2
EV007T	Energy Today	1
GE001T	Human Geography	4
LE009T	Introduction to Criminal Justice	4
PS002T	American Federal Government	4
PS004T	International Relations	4
PS006T	Iowa Government	4
PS008T	Comparative Governments	4
PY002T	General Psychology	4
PY020T	Psychology of Growth & Development	4
PY004T	Educational Psychology & Measurement	4
PY039T	Social Psychology	4
PY024T	Exceptional Child	4
SO004T	Introduction to Sociology	4
SO005T	Marriage & the Family	4
SO006T	Social Problems	4
SO007T	Criminology	4
SO011T	Juvenile Delinquency & Deviancy	4
SW010T	Human Service Policies & Programs	4

Historical/Cultural Core

This core area consists of courses in history and foreign languages, disciplines which broaden students' world views and improve their cross-cultural understanding.

Nations and cultures do not grow in isolation nor do they remain static. All cultures are the product of a legacy shared with others around the world. The United States and its institutions — political, economic, religious, familial and social — began, not as original inventions, but as ideas and practices first conceived by people in a distant past, tested and refined through history, and finally adapted to become distinctly their own. The study of history gives students the background needed to understand the origins and essence of their cultural makeup; it helps them recognize the bases of their traditional values and evaluate the functions of their institutions.

"There is no place on earth and no race which is not capable of producing the finest types of humanity, given suitable opportunities and education."

— Mahatma Gandhi

Whereas history brings a perspective of time to a person's world view, the study of languages adds space; it helps people disregard boundaries which isolate and categorize. Learning a foreign language is learning to communicate with people who also have a unique history and a distinctive way of life. It is also discovering a different way of thinking and seeing. Students perceive values while appreciating what is valuable in others. They become world bound.

Core courses

Catalog number	Course title	Credit hours
HY016T	Europe in the Age of Monarchy	4
HY017T	Europe in the Age of Revolution	4
HY018T	Europe in the Age of Nationalism	4
HY001T	U.S. History: 17th & 18th Century	4
HY002T	U.S. History: 19th Century	4
HY003T	U.S. History: 20th Century	4
IS047T	Understanding Cultures	4
SO008T	Introduction to Cultural Anthropology	4
FL001T	Elementary French I	4
FL002T	Elementary French II	4
FL003T	Elementary French III	4
FL004T	Intermediate French I	5
FL005T	Intermediate French II	5
FL007T	French Civilization I	3
FL013T	Elementary Spanish I	4
FL014T	Elementary Spanish II	4
FL015T	Elementary Spanish III	4
FL016T	Intermediate Spanish: Conversation	5
FL017T	Intermediate Spanish: Reading	5
FL010T	Elementary German I	4
FL011T	Elementary German II	4
FL012T	Elementary German III	4

Mathematics/Sciences Core

Mathematics

Students who study mathematics come to realize the usefulness and beauty of this ancient and yet very modern creation of the human mind. They find that mathematics is useful because it is the science of order. Its object is to discover, describe and understand the order that underlies seemingly complex situations, whether these are essential components of biology, economics, business, physics, or other disciplines. The students find that in mathematics there is a creativity similar to the fine arts. The first developments of non-Euclidean geometry required a creativity comparable to any painter, composer or poet.

Mathematics is an integral and indispensable part of every truly liberal education.

Core courses

Catalog number	Course title	Credit hours
MA050T	Mathematics for Liberal Arts	4
MA031T	Intermediate Algebra	5
MA054T	College Algebra	5
MA032T	Pre Calculus I	5
MA033T	Pre Calculus II	5
MA034T	Pre Calculus III	5
MA035T	Calculus I	5
MA036T	Calculus II	5
MA037T	Calculus III	5
MA052T	Calculus IV	5
MA053T	Differential Equations	5
MA040T	Linear Algebra	5
MA043T	Finite Math	5
MA041T	Fundamentals of Statistics	5
MA051T	Business Calculus	4

Sciences

Kirkwood's science courses provide students with both science knowledge and science applicability, emphasizing not only the "survival" values of science in society, but the excitement and creativity of the discipline as well.

In today's scientific and technological society, two kinds of goals are appropriate for science core courses. The achievement of one kind of goal develops students' skills of observation, data collection, experimentation and communication, and applies these skills to solving specific science-related problems and approaching scientific experiences in order to meet immediate academic, career and personal needs.

The achievement of the second kind of goal leads students to a greater understanding of the role of the scientist in modern society, prepares them to discriminate between science and pseudoscience, and enables them to form the philosophical-conceptual grasp of the contributions, limitations, ethics and values of science.

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"He that gives a portion of his time to the investigation of mathematical truth will come to all other questions with a decided advantage."
— Walter Colton

"Science is the search for all truth."
— Linus Pauling

Core courses

Catalog number	Course title	Credit hours
BY030T	Principles of Biology	4
BY031T	Biology of Organisms	4
BY032T	Environmental Biology	4
BY047T	Introductory Genetics	4
BY034T	Invertebrate Zoology I	4
BY035T	Invertebrate Zoology II	4
BY036T	Vertebrate Zoology I	4
BY037T	Vertebrate Zoology II	4
BY039T	Human Anatomy & Physiology I	4
BY040T	Human Anatomy & Physiology II	4
BY041T	Human Anatomy & Physiology III	4
BY042T	Microbiology I	5
BY019T	General Botany I	4
BY020T	General Botany II	4
CH001T	Principles of Chemistry (lecture)	3
CH001T	Principles of Chemistry (lab)	1
CH002T	Fundamentals of Organic Chemistry	4
CH003T	Fundamentals of Biochemistry	4
CH007T	Nutrition	4
CH005T	General Chemistry I	5
CH006T	General Chemistry II	5
CH004T	Quantitative Analysis	6
CH008T	Organic Chemistry I	4
CH009T	Organic Chemistry II	4
CH010T	Organic Chemistry III	4
EA002T	Evolution of the Earth	4
EA004T	Evolution of the Earth (lab)	1
EA001T	Introductory Geology	4
EA003T	Introductory Geology (lab)	1
EG013T	Introduction to Electrical Science	5
EV001T	Man in the Environment: Atmosphere	3
EV002T	Man in the Environment: Hydrosphere	3
EV003T	Man in the Environment: Lithosphere	2
EV007T	Energy Today	3
IS008T	Science & Society	4
IS010T	Man Evolving	4
PH007T	Astronomy	4
PH008T	21st Century Introductory Physics	4
PH001T	College Physics I	4
PH002T	College Physics II	4
PH003T	College Physics III	4
PH004T	General Physics I	5
PH005T	General Physics II	5
PH006T	General Physics III	5
PH011T	Medical Physics	4

Futures begin
at
KIRKWOOD

Art by Doug Hall

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ENCOUNTERS IN HUMANITIES

The cornerstone of the humanities program at Kirkwood Community College is the interdisciplinary Encounters in Humanities course. Designed to be used primarily as an introductory course to acquaint liberal arts students with the scope and methods of the humanities, it also serves as the only humanities course to be taken by some of our vocational students. It is the only course which can be taken as core in either of two humanities categories — Literature, and Arts and Ideas — and its general goals reflect our philosophy of what a shared humanities experience at Kirkwood should be.

Encounters in Humanities is a general education course in the sense that it introduces the student to questions and ways of thinking that are general to all humanities disciplines. The course is unusual in its emphasis on the skill of critical inquiry across several disciplines, rather than the traditional emphasis on acquiring knowledge of content within a single discipline of the humanities. It should be noted that, due to the initiation of strong core requirements in the humanities, students are assured of maintaining a healthy balance between the skill-centeredness of the Encounters and the rigorous content-centered approach of at least four other courses in humanities disciplines.

In Encounters in Humanities, students learn to use a method of inquiry which helps them analyze, interpret and appreciate artifacts from a number of genres. Each of the several genres studied in the course has its own elements and creative techniques; but all of them are statements that their creators wanted to communicate to others. The inquiry questions reinforced in Encounters help students to understand these statements and the art forms used to express them.

The 5 basic questions which guide students' inquiry are:

1. What are the elements of the artifact?
2. What is the unifying theme?
3. Who is the creator (and the context)?
4. What was the intended purpose of the creator?
5. What is the effect of the artifact on you?

The student practices the general method of inquiry above, applying more specific versions of each question depending upon the genres presented by the instructor. These may include poetry, painting, architecture, drama, rhetoric, music, philosophy, mathematics, history and pottery.

continued

Clearly, the five questions of our Encounters classes are not new nor are the works encountered in the course. The strength of the course and of its place in our program is due to the diligent reinforcement of the questions as students read, see, listen, speak, write and think throughout our humanities curriculum. The humanities committee that conceived of the Encounters course has endorsed the general goals of the course as goals for all humanities core courses. The general goals are:

1. To come into contact with one's ethical, philosophical, religious, intellectual and aesthetic heritage, and to understand the connection of that heritage with the present.
2. To develop an appreciative responsiveness to the arts.
3. To become independent, critical thinkers.
4. To develop sensitivity to other people through recognizing common human experiences.
5. To understand how humanists in various disciplines look at life situations and ask questions about them.
6. To develop the intellectual and aesthetic self-respect necessary to understanding human responsibility in shaping one's world.

Classroom work in Encounters in Humanities is supplemented by field trips. College and community performances and exhibits enjoy expanded audiences of Kirkwood students, who are practicing their inquiry skills beyond the classroom. For many students who have never before attended symphony concerts, plays, or art exhibits, these experiences are as enlightening as those in the classroom, and open a door to the humanities which does not close with the completion of formal college studies.

For the teacher, Encounters demands a discussion-centered, rather than lecture-centered, teaching style. For the student, the course demands critical thought and verbal expression through both writing and speaking. Written responses to artifacts, using the inquiry questions as a structural guide, form the main basis for evaluation. Writing assignments become progressively more complex throughout the quarter, culminating in a final analysis paper using the inquiry method to analyze an artifact never before discussed in class.

A three-day summer workshop with Karl Sandberg of Macalester College in summer of 1981 readied a teaching cadre of ten faculty to use the inquiry method; most of these ten have since taught the course. We followed the workshop with a series of in-house faculty colloquia, featuring many faculty in roles as master teachers, and allowing many more the pleasant challenge of academic interaction as fellow "students." This inexpensive form of faculty development attracted participants from across the college, and helped create a new climate of humanities-on-campus. A second workshop with Dr. Sandberg in January, 1985, initiated a new teaching cadre to the course.

continued

Four sections of Encounters are offered each quarter, taught by four individual faculty members. Team planning, not team teaching, generates coherence without elevating staffing costs. Although Encounters in Humanities is not a required course, its sections are always filled. The course has generated an increased awareness of what "humanities" means; it has drawn humanities faculty together; and it has stimulated many inquiries from others about our course and program. A companion course, Encounters with Ethics, has also been well-received by students.

Our faculty have benefited greatly from the financial assistance and encouragement of the National Endowment for the Humanities, and continue to work towards a strong and coherent humanities program.

THE HUMANITIES PLANNING PROCESS

In his opening address to the 1979 National Planning Workshop which founded the Community College Humanities Association, James M. Banner said:

Work in the humanities is by necessity individualistic. The glory of humanistic activity is individual achievement. We carry out our research alone and write in solitary circumstances. We teach in a crowd, but when teaching we are largely independent of our colleagues.

Banner warned that we have made of individualism "not only a glory but a burden." He called on humanists to come together and form a new partnership which would invigorate the humanities — to "create a collective purpose and identity, to find ways to express the confidence and conviction which have always been ours." (*Review and Proceedings, CCHA*, 1980)

In 1979, the Kirkwood Humanities Committee, a self-selected group of about fifteen faculty and administrators, began meeting regularly to discuss Kirkwood's humanities problems and program. Our early meetings represented the best and worst of humanistic individualism: tensions and diversity among people who were accustomed to thinking, teaching and working alone were far more characteristic of those early meetings than was a sense of common purpose. Yet within the first year of our project, we had reached a shared vision of what our program should be, and achieved a working camaraderie which continues to carry us through the seemingly endless challenges of building and maintaining a strong humanities program.

Our program has received acclaim. But we who built it believe that the process through which we worked is as important to share as are the products of that work. We present here what we believe to be the key elements in our planning process, hoping that our experiences may serve as a model for others who wish to move from solitariness to partnership in the humanities.

1. **Getting started.** Kirkwood's core requirement in humanities had never been systematically reviewed since the college's founding, when requirements were lifted from another college's catalog. We had informally discussed the need to develop a program based on our own philosophy of what core should be; but as of 1979, a common philosophy had not been articulated. In September, 1979, an open-ended invitation was extended to the Arts and Sciences faculty, and fifteen people — twelve faculty and three administrators — accepted the challenge to shape a Kirkwood humanities program. Several readings were circulated; a meeting time established (late on Friday afternoons); a meeting place chosen (a seldom-used quiet place in our library); and initial individual positions were expressed before the group.

One norm emerged early, and has stayed with us: we do not, and can not, avoid conflict.

continued

2. **Establishing a philosophical framework.** We agreed that the question central to our work was, "What should a shared humanistic experience at Kirkwood involve?" All committee members wrote individual responses to the question, directing their responses toward 1) assumptions underlying humanistic education, 2) assumptions about the substance of humanities core, and 3) assumptions about the approach through which humanistic education could best occur. The group's coordinator scrambled the responses, edited them slightly (to mask ownership), interspersed them with a few "borrowed" statements from outside the group (including some deliberately chosen to provoke critical comments), typed and distributed the whole.

We timed our discussion of assumptions to coincide with the first visit of a humanities consultant funded by a grant from the National Endowment for the Humanities. Throughout the first year of our project, consultant William Alexander's visits served as catalysts; the very fact that he was going to show up and expect progress spurred us to complete parts of the project by his next visit. We did not complete our discussion of assumptions, however, during Alexander's first visit. We wanted consensus, not majority rule decisions, and consensus reaching is neither fast nor easy. When we couldn't progress as a group of fifteen, we divided into smaller groups to increase participation, understanding and efficiency. The small groups' written records then became the working papers of the reconvened committee. Finally, in January of 1980, the Humanities Committee presented to the Arts and Sciences faculty six goals which summarized its shared philosophy.

Those six goals became the general goals of our Encounters in Humanities course and of our humanities program. They were important, not just as statements of our aims, but as a symbol of our transformation from aggregation to cohesiveness. Our language now included the word "we."

3. **Discovering interdisciplinary connections.** The Humanities Committee next set its sights on developing an interdisciplinary, introductory course which would pull our program together. During February, March and April, 1980, members of our group traveled (either physically or through correspondence) to a number of colleges and community colleges that had successful interdisciplinary courses. By the time of Dr. Alexander's spring visit, the group had collected several interdisciplinary models, expanded its list of shared readings, and planned an off-campus humanities retreat at which to reach closure on unresolved questions.

Retreat participants included the 15-member committee, Dr. Alexander, and five college administrators (including the college president). Consultant Alexander described the retreat as the most productive two days he'd seen a group of academics put in; indeed, it is impressive to find what a well-prepared group can accomplish if allowed to escape phones, paperwork, students, family and traffic for awhile. Not only did the retreat accomplish its program goals — setting a direction for future work, selecting the approach, substance, guidelines and teachers for the new interdisciplinary course — it fostered support for the humanities project throughout the administrative hierarchy and across the departmental lines of the college.

continued

Our work has progressed through many phases since the first, difficult year of planning. We piloted and implemented two interdisciplinary courses; we participated as teachers and scholars in several on-campus faculty colloquia centered on content from various humanities disciplines; we fought for and won changes in our degree program which significantly strengthen the role of humanities in our students' education; we developed three NEH grant proposals, two of which were funded. But through all these phases, we have not changed our basic process of working together. We do not avoid conflict; we use our six goals as a framework for our decisions; we keep our membership open to anyone; we meet regularly, and when we need them, we use retreat workshops to complete unfinished tasks and set new directions. And we are not satisfied to let the majority rule. As Lewis Thomas, in The Medusa and the Snail, "On Committees," writes:

We pass the word around; we wonder how the case is put by different people; we read the poetry; we meditate over the literature; we play the music; we change our minds; we reach an understanding. Society evolves this way, not by shouting each other down, but by the unique capacity of unique, individual human beings to comprehend each other.

SUMMARY OF NEH GRANT (1984-87)

Strengthening Core Through Faculty Development

(Fostering Coherence Throughout an Institution)

This project will strengthen content and integrate skills in a newly-implemented core program which includes 20 credit hours in humanities disciplines. Through the grant's individual Study Projects, faculty members may receive released time to take graduate courses, complete reading projects, or strengthen curricula.

Three summer seminars bring faculty together under the leadership of three university professors. Seven Kirkwood faculty and an equal number of Iowa graduate students participated in the 1985 summer colloquium, *Modernism and Society: Origins of Contemporary Culture, 1890 - 1930*, led by University of Iowa professor Allan Megill. A 1986 summer seminar will consider the *Philosophical Foundations of Humanistic Studies*; in 1987, the seminar's theme will be *Community and Individualism in American Culture, 1920 - 1940*.

The grant also supports the addition of a full-time philosophy instructor, to be sustained by the college following NEH funding. The new philosophy instructor will teach four courses: philosophy, religion, ethics and logic. Since the college has not previously maintained a full-time instructor in philosophy, Kirkwood's Humanities Committee will work with the new faculty member and a visiting consultant to integrate philosophy courses into its total core curriculum.

New library acquisitions, closer working relationships with University of Iowa professors, and better use of University of Iowa resources will support the work of this project.

To receive additional information about Kirkwood's coherence grant project, contact project director Rhonda Kekke, Cedar Hall 218, Kirkwood Community College, Cedar Rapids, IA 52406.

KIRKWOOD
COMMUNITY COLLEGE

CLARIFICATIONS

Our concept of "core" may be slightly uncommon, so I will attempt to clarify it. Our Associate of Arts degree program does not require that students take a common core of courses, although the list of humanities core courses is very restricted. Rather, we are working to ensure that no matter which courses students select in fulfillment of their humanities core requirements, those courses will help students achieve six common core goals which we have agreed must be at the heart of a college humanities experience.

We have begun to integrate humanities content and skills throughout all humanities core courses--beginning this process not with our students, but with our faculty. Our faculty have participated in many in-house, content-centered colloquia; these have sometimes been led by visiting professors, and sometimes by master teachers from our own ranks. Through these experiences, we have learned much about each other's disciplines and methods. We have been able to help students see the connectedness of our disciplines because we understand each other.

One last clarification may be needed. Our "Humanities" core category is listed separately from the "History and Cultures" category. It was this admittedly artificial separation that made it possible for us to require 20 hours in humanities disciplines rather than only 12.

I wish you well as you join us in strengthening the humanities in higher education.

Rhonda Kekke
Assistant Dean, Communication Arts

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